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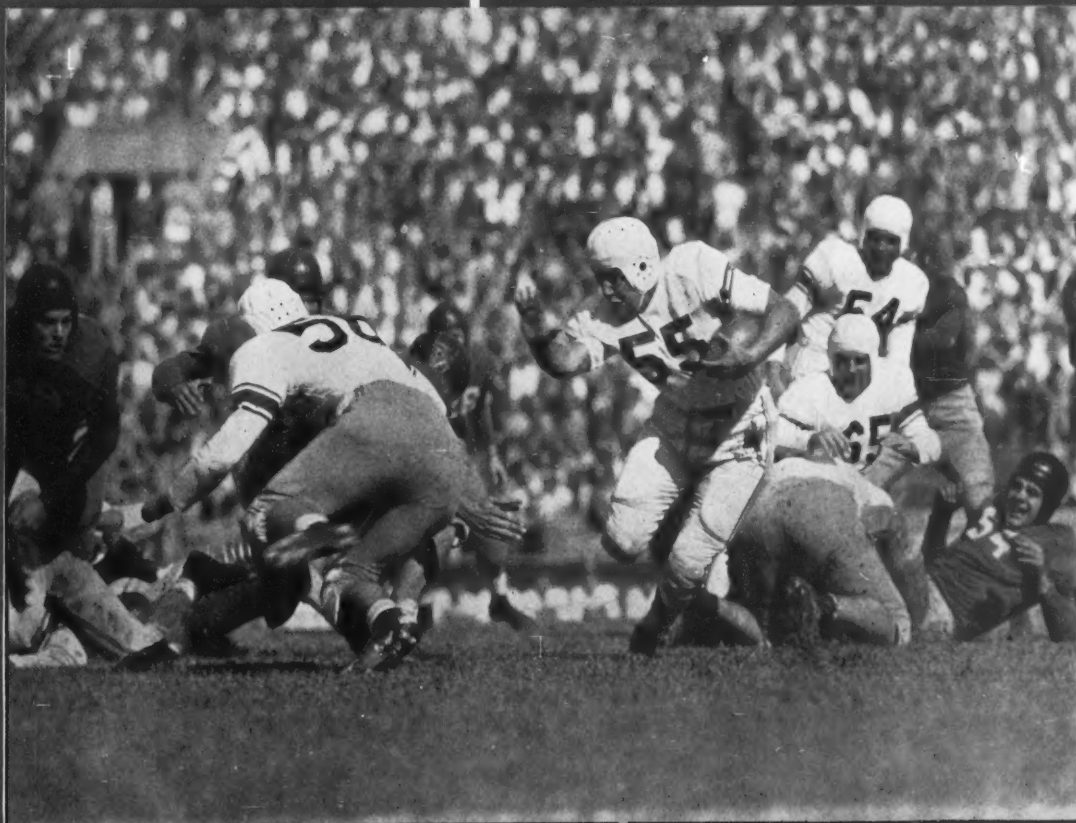
Volume VI

A Magazine for Coaches, Players, Officials and Fans

No. 2

October, 1943

15c



Wartime Coaching Problems

Harry Mehre

Fighting Fitness in the U. S. Navy

H. E. Kenney, Lt., USNR

Rationed Football

Wallace Butts

Southern Schools

University of the South

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A Magazine for Coaches, Players, Officials and Fans



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Volume VI

OCTOBER, 1943

Number 2

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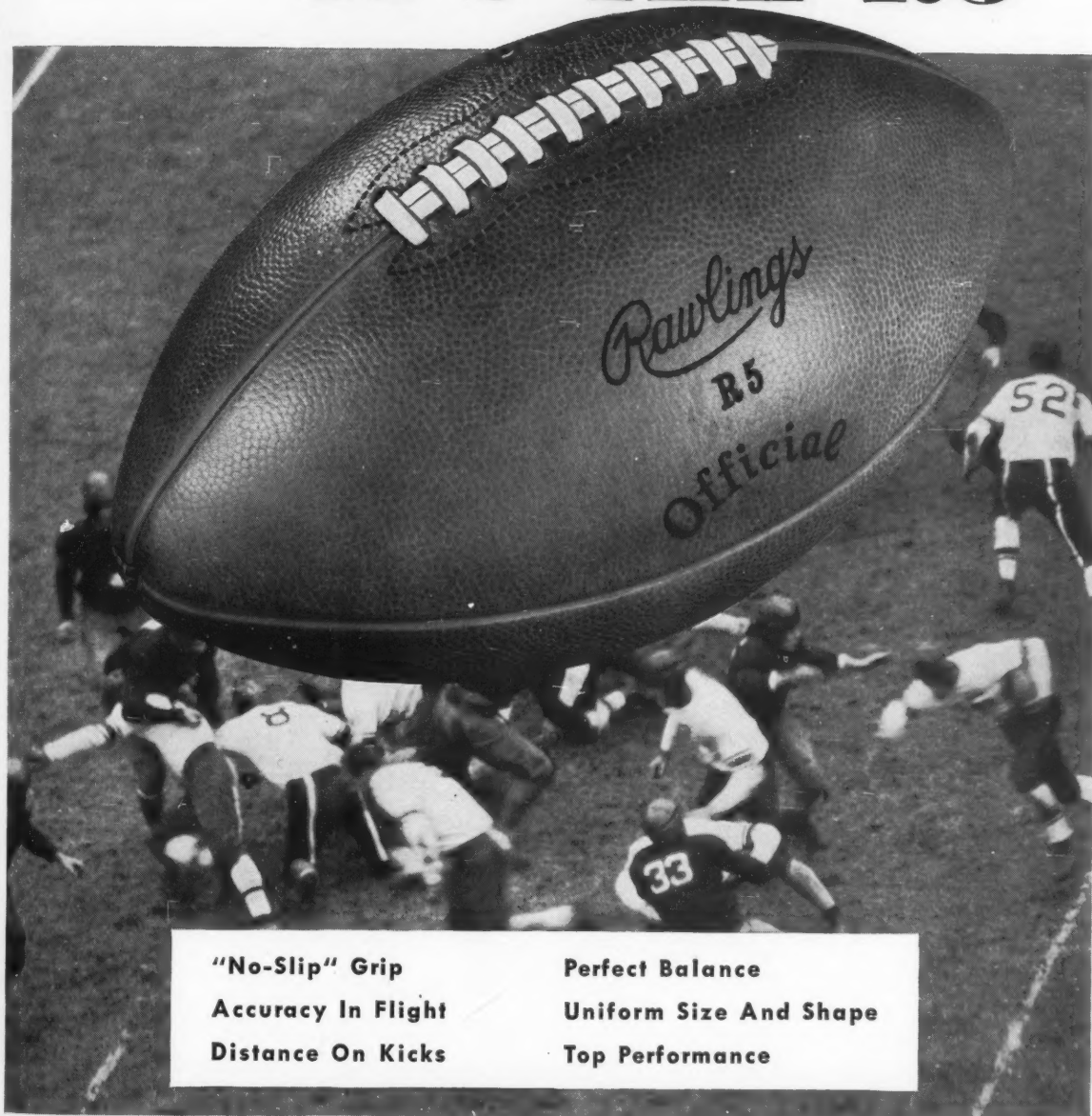
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At the kickoff....

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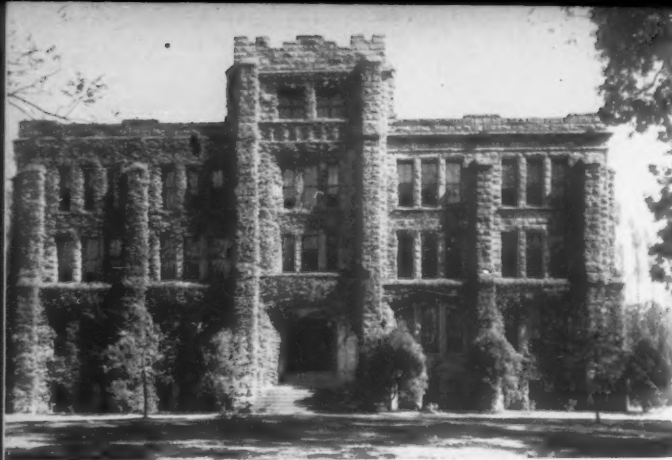
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SCIENCE HALL

THE idea of the University of the South took root in the minds of nine Southern bishops who attended the National Convention of the Episcopal Church in Philadelphia, in 1856. Bishop Leonidas Polk of Louisiana was the leader of this little group. Plans took shape at this Convention meeting, and on July 4, 1857, the bishops and other clergy and laymen got together on Lookout Mountain in Tennessee—some sixty miles from where the institution now lies—and determined by formal resolution to establish a University based on Christian principles of education and of living.

As agreed, the Trustees met in Montgomery, Alabama, on November 25, 1857. There the name, "The University of the South," was designated as the official title. The site of the institution was picked as Sewanee, Tennessee, being a plateau of the Cumberland Mountains. An unbelievable number of persons, five thousand strong, assembled in the woods at this site where the cornerstone was laid on October 10, 1860. Bishop Elliott of Georgia placed a copy of the Bible and the Book of Common Prayer into the corner-stone.

GOVERNOR PRENTICE COOPER reviewing the naval trainees of the new V-12 Navy training unit at the University of the South, July, 1943.



SOUTHERN

The University

Sewanee,

By W. PORTER WARE

Their efforts came to naught, however, for the Civil War wiped out the plans and left nothing but the spirit behind the enterprise. Nevertheless, this pre-war ceremony means a great deal to the University for sentiment's sake. Such a dream for a great institution of learning could not remain long dormant. Great ideas and great men go hand in hand. It was natural, therefore, that Bishop Quintard of Tennessee should carry on the plan. His efforts materialized, for on September 18, 1868, the University opened with an enrollment of nine students. The equipment consisted of one frame building and a wooden cross.

This is a far cry from today when, just before our present war program, there were some 300 students in the College of Liberal Arts and 40 students in our Theological School. These students lived and worked in lovely sandstone buildings, with 10,000 acres of University woodlands and grassy campus, this space a heritage from early years.

Beginning July 1, 1943, the University of the South began operation on a three-semester basis all around the clock year, with a student body composed of 300 Naval trainees under the V-12 college training program of the United States Navy, 47 civilian students in the College and 10 Theological School students.

In earlier days, Sewanee's athletic program brought cheers from pioneer football fans. But as there developed

REV. GEORGE HALL
Chaplain and head
football coach

HARRIS MOORE
Athletic Director and
assistant football coach



N SCHOOLS

ty of the South

ee, Tennessee

huge institutions with as many athletes alone as there were students at Sewanee, the sun of Sewanee's big-time football could be seen setting in the distance. Unfortunate in some ways, it did have a brighter side, for it left sports at the University of the South free from the motif of winning beyond all else. At the present time, we have an athletic program with emphasis on sports for all students for the fun and exercise of the games.

Intercollegiate football began at the University of the South in 1891. Eight years later, the team of 1899 made the most remarkable trip ever attempted and accomplished by a college football team. Starting from Sewanee, twelve players, the coach and manager, with a barrel of spring water from the mountain, travelled to Texas to play Texas University, defeating them by 12 to 0. That game was on November 9th. Next day, Sewanee was victorious over Texas A. & M. by 32 to 0. On the following day, in New Orleans, Tulane was defeated by Sewanee 23 to 0. On Sunday the team rested. Next day, L. S. U. was defeated 34 to 0, and the following day Mississippi met its doom by 12 to 0. This famous team travelled 3,000 miles in six days to win five games without a point being scored by its opponents.

In its athletic history, Sewanee has played 411 football games, won 206, lost 176, and tied 29.

Until 1939, Sewanee was a member of the Southeastern Conference, when it withdrew from big-time football. In 1942 intercollegiate football was abandoned for a program of intramural football under Gordon M. Clark, Director of Athletics (now serving with the Navy away from Sewanee).

Last year, after playing three intramural games, a picked team from the

intramural group played and defeated by 7 to 0 a team from Georgia Tech., this being the only intercollegiate game on the schedule.

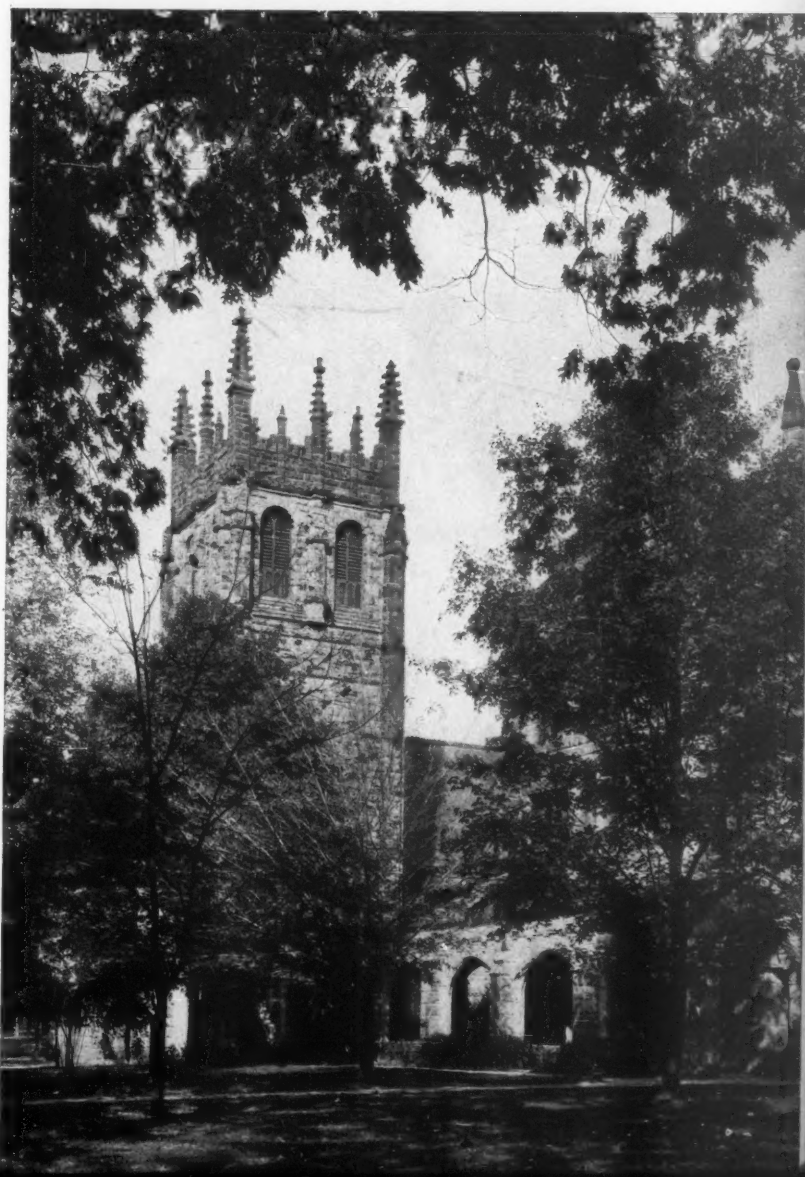
This year, under the new Navy program, the University is continuing its schedule of intramural football games. After three intramural games have

(Continued on page 30)



DR. ALEXANDER GUERRY
Vice-Chancellor and President

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Fighting Fitness in the U. S. Navy

(Prepared for SOUTHERN COACH AND ATHLETE)

By H. E. KENNEY, Lieutenant, USNR

Physical Training Officer, Sixth Naval District



Official U. S. Navy Photograph

H. E. KENNEY, Lieutenant, USNR

Lieutenant Kenney graduated from the University of Illinois in 1926 and received his Master's degree there in 1932.

As an undergraduate, he competed three years on the varsity wrestling team, serving as captain during his Junior and Senior years. He was undefeated in Big Ten competition for two successive years.

Upon graduation in 1926, he began teaching Physical Education and served as assistant wrestling coach at Illinois. He became Head Coach of Wrestling in 1928.

During his 14 years as Coach of Wrestling at Illinois, his teams ranked first in the Big Ten Conference 4 times, second 7 times, third 2 times and fourth once. He developed 34 individual champions of the Big Ten Conference, 8 National Collegiate Champions and 1 National A.A.U. Champion.

Official U. S. Navy Photograph



THE Navy found a tough physical-conditioning job on its hands when it undertook wholesale wartime expansion. The tens of thousands of volunteers, while eager for the fight, were ill-equipped physically. True, officers and enlisted men alike had to pass examinations showing them to have no major physical defects and to be, on the whole, sound of body. But this was hardly to say they were equal to the rigors of war. On the contrary, almost to a man they needed not only schooling in the arts of modern sea warfare, but quick, effective toughening of body and limbs. In as short a time as possible, they had to be hardened—then kept that way.

It might be said that the Japanese did us a good turn, in one respect, by making their unprovoked attack in 1941 instead of ten years later. As peace-loving individuals, guided for two decades into paths of auto-riding, enervating leisure, we were becoming (a trite statement now, but nevertheless true) physically soft. That we had not softened, either mentally or physically, to the extent that Hitler and his Axis cohorts alleged, has been and now is being proven almost daily. The impact of war put the nation on its toes in time. Schools, colleges and universities, rising to the demands of all-out war, quickly revised their courses in physical education. The fact remains, however, that for a long time any fighting trimness we possessed was to be found almost solely in the ranks of our varsity athletes. This is not to say that the schools erred in taking cognizance of the need for training for leisure, but perhaps they went a little too far away from the physical side of physical education. As Dr. McCloy of Iowa said in 1937, "Can't we keep more than one objective in mind at one time?" It now appears to have been a mistake to deviate so far from fitness values of physical education.

Left: Lieut. (j.g.) SIDNEY WEISS teaching a class in rough and tumble fighting.

The program of physical education in vogue in our schools for the past decade or so has little considered the physical and organic development of our youth. This was left for the varsity teams representing the schools. Yes, in most colleges and high schools, physical education was a required subject. Most students were required to spend a couple of half-hour periods each week in a physical education class. But two or even three half-hour periods each week is not enough time for a comprehensive program embracing social objectives and muscular and organic development. With limited time, it is not surprising that the physical aspects of the program were neglected. The mistake was not so much in the selection of activities as in the allotment of adequate time. The administration of our schools has never realized the importance of adequate physical education. Let them give physical education its proper place, as to time and school credit, and the leaders in physical education will devise curricula properly balanced between the physical and social objectives. We can then train for leisure and at the same time provide for ample physical development of our youth.

Early in war the Navy saw the need for physical development of its men. Many recruits were not in fighting condition. In school they had not developed an ideal of fitness. They grew up in a civilization dependent upon labor-saving devices and automobile travel. They were victims of a system of education indoctrinated by educational leaders who bragged about their ability to sleep off the desire for exercise.

In December, 1940, J. J. (Gene) Tunney was commissioned as officer-in-charge of physical training for the Navy. Subsequently a staff of physical training officers was selected. At the request of Admiral Randall Jacobs, Chief of Naval Personnel, the following men responded for service on the Navy Physical Fitness Advisory Committee: Dr. S. C. Staley, University of Illinois; Dr. C. H. McCloy, University of Iowa; Dr. F. W. Maroney, Brooklyn College; Dr.

N. P. Neilson, Executive Secretary, American Association for Health, Physical Education, and Recreation; and Sheldon Clark, Vice-Chairman of the Joint Army and Navy Committee of Welfare and Relief. Mr. Sam Crocker of the Joint Army and Navy Committee of Welfare and Relief was elected an honorary member.

From this group of eminent leaders in physical education, Commander Tunney received advice and counsel in formulating policies and programs. The physical fitness test used by the Navy is the result of many months of research and the best opinion in the nation. These men now meet at intervals to discuss the physical training program in operation and to plan for the future.

In the Sixth Naval District, embracing the Carolinas, Georgia and a northern slice of Florida, physical training is a division of the Department of Welfare and Recreation. This makes an excellent arrangement, since physical fitness and recreation are so closely allied. Lieut. D. R. Neal, District Director of Welfare and Recreation, and the writer, as Physical Training Officer, have worked together in devising the plan now functioning in the Sixth Naval District. We have two types of physical fitness programs, one for training schools, the other for operating bases.

Training Schools. In training, whether they be in V-12 College Program, Cooks and Bakers School, Radio School, or, in fact, any school for officers and enlisted men, the "students" get approximately one hour a day of calisthenics, strenuous games and other conditioning activities, and swimming. The standard Navy physical fitness test and swimming tests are used to determine

needs of the men and to measure improvement.

Operational Bases. The task of keeping Navy men physically fit has been divided by the Bureau of Naval Personnel into two phases: Physical Training and Physical Maintenance. Getting men in condition while in training schools constitutes the physical training phase. Keeping men in condition while on operational duty is the function of physical maintenance.

A great many Navy men have time to take part in sports on a voluntary basis. Almost every activity in the Naval District has its recreation officer who, with the help and guidance of the District Office, does the best he can to provide facilities and leadership to those men able to see the value of recreational activity and its relationship to their own mental and physical welfare. There also are many men on active duty whose problem is not physical maintenance, but who need recreation of a relaxing nature. These men are occupied in strenuous duty which keeps them in good physical condition. Thus, it is important that recreation and physical maintenance be coordinated for the welfare of our men in the Navy.

Officers and enlisted men on active duty are fighting a war, and obviously it would be wasteful of Navy time to place every man on operational duty in a required physical fitness program, without regard for individual needs. So, instead of a wholesale physical maintenance program, the men take the Standard Navy Physical Fitness Test at intervals of 60 days. (Exceptions: Those over 40 years of age and those excused by the Medical Department.) If they fail to score 40 points

or higher on this test, they are required to take a developmental program under the direction of the Physical Fitness Officer. This keeps the men on their toes. It makes them fitness-conscious and leads them to spend a little of their liberty time in conditioning activities. In other words, if a man is assigned to duty which calls for little muscular activity he is likely to take regular exercise if he knows he is to be tested by the Navy every 60 days.

The Physical Fitness Officer in practically all cases in the Sixth District is also the Welfare and Recreation Officer. As Recreation Officer he organizes and operates a recreational program in which all men are invited to participate voluntarily. As soon as an officer or a bluejacket who has been assigned to the Fitness Program is able to get his score up to 40 points or higher, he is excused from the required exercises and invited to participate in recreational activities. He is encouraged to do this for his own pleasure and to keep himself toned up physically and mentally.

It is argued by some that all sports participation should be on a voluntary basis; experience, however, has shown that voluntary sports groups are made up largely of men already in fairly good physical condition because of their sports interests and skills. The Navy Physical Fitness

Enlisted man taking his swimming test.

Official U. S. Navy Photograph



Medical Officers from the Naval Hospital at the Charleston Navy Yard taking part in a Physical Fitness class.

Official U. S. Navy Photograph



Test calls to the attention of commanding officers the men who are in dire need of conditioning.

All officers and enlisted men in each activity in the District are given the Navy Swimming Tests. Those who are unable to pass the second-class swimmers' test are given instructions by the Physical Training Department. All those who can pass the second-class swimmers' test are encouraged by this same officer, in the capacity of recreation officer, to swim for fun. Swimming for recreation gives the men a chance to improve their swimming ability and an opportunity to learn some of the specific skills they need in warfare. In the Sixth Naval District this coordinated plan of the Recreation and the Physical Fitness Programs shows promise of accomplishment of the Navy's objective; the best possible fighting men.

U. S. NAVY STANDARD PHYSICAL FITNESS TEST

I. Squat-Thrusts

a. Purpose: To find out how much general endurance, power, and body control a man has.

b. Performance:

Starting Position: (1) Performer stands up straight.

Movement: (1) At signal "Ready, Go!" given by instructor, the performer quickly bends forward, placing his hands on the deck (fingers pointed forward) in front of the feet (squat position), with arms either inside or outside of bent knees. See figure 1.

Figure 1.

Figure 2.

(2) The legs are then extended all the way back with toes on the deck. See figure 2. (The performer's body may sag at hips while legs are back.)

(3) Performer then returns to squat position and

(4) at once stands up straight.

This series of movements is repeated as many times as possible in one minute. The performer is stopped at the end of sixty seconds by the blowing of a whistle or other signal.

c. Scoring: Each time performer finishes the whole movement through the four positions described above, he is given credit for one "squat-thrust."

d. Caution: Do not score the movement if: (1) legs are moved backward before hands are placed on the deck; (2) there is a hump at hips when legs are back; (3) the performer fails to come up to a straight standing position. (Note that the body may be straight and lean slightly forward without penalty.)

II. Sit-Ups

a. Purpose: To test the strength and endurance of the abdominal muscles.

Figure 1



Figure 2

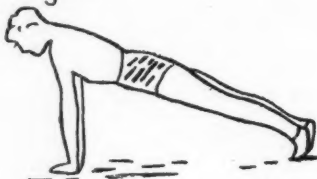


Figure 6



Figure 3

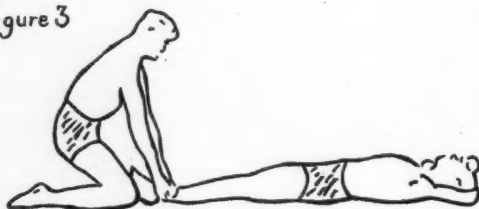


Figure 7

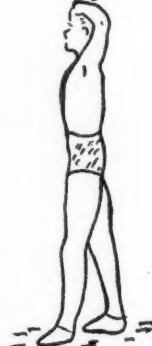


Figure 8



Figure 4



Figure 9



Figure 10



Figure 5



b. Performance:

Starting Position: (1) Performer lies flat on his back on deck with legs straight.

(2) His hands are joined behind his head with elbows back.

(3) The scorer kneels on the deck at feet of performer, placing his thighs against the soles of the performer's feet, and holds them fast with his hands. See figure 3.

Figure 3

Movement: (1) Performer raises his upper body and bends forward enough to touch his right elbow to his left knee. See figure 4. Knee may be raised a little to meet elbow but must be returned to flat position on deck when body is lowered.

Figure 4

(2) The performer now lowers his body to touch the deck.

(3) He then sits up as before except that left elbow touches right knee. He continues to do the movements as long as possible, allowing no time to elapse between successive sit-ups.

c. Scoring: (1) Each time the elbow touches the opposite knee the performer is given credit for one "sit-up."

d. Caution: Do not score the movement if: (1) Performer unclasps hands at head; (2) Performer rests or "bounces" off the deck; (3) he raises his knees while going back to lowered position.

III. Push-Ups

a. Purpose: To test the strength and endurance of the "pushing muscles" of the arms and shoulders.

b. Performance:

Starting Position: (1) Performer lies face down with heel-toe line of each foot vertical.

(2) Hands, with fingers forward, are placed on the deck at shoulder width.

Movement: (1) Performer raises body from deck by straightening his arms with weight of body resting on hands and toes. Body must be kept in a straight line from head to foot during movement. See figure 5.

Figure 5

(2) From this raised position the performer lowers his body by bending his arms until his chest touches the deck. See figure 6. He continues the movements as long as possible.

Figure 6

c. Scoring: Each time the body is raised and the arms are completely straightened, the Performer is given credit for one "push-up."

d. Caution: Do not score the movement if: (1) the hips sag or are

raised out of a straight line during the movement; (2) arms are bent at top of "push-up"; (3) any part of the body except chest, hands and toes touches the deck after the movement is started.

IV. Squat-Jumps

a. Purpose: To find out strength and endurance of the leg muscles.

b. Performance:

Starting Position: (1) While standing, performer joins hands, palms down, on top of head.

(2) Feet are placed four to six inches apart with left foot ahead so that left heel is on a line with toes of right foot.

(3) Judge stands by to count number of correct jumps. See figure 7.

Figure 7

Movement: (1) From the standing position the performer drops to a squat until he sits on the right heel. See figure 8.

Figure 8

(2) Immediately he springs upward until both knees are straight and both feet have cleared the deck, changing at once to a squat position so that he sits on the left heel. During these movements the upper body should be kept as erect as possible. He continues the movements as long as he can.

c. Scoring: Each time the performer jumps off the deck he is given credit for one "squat-jump."

d. Caution: Do not score the movement if: (1) he fails to come to a complete squat; (2) he moves his hands from his head; (3) the legs are not straightened while performer is in the air; (4) the performer rests or comes to a stop.

V. Pull-Ups

a. Purpose: To find out strength and endurance of the "pulling muscles" of the arms and shoulders.

b. Gear: Pipes, lines, bars or other supports high enough so that when performer is hanging at arm's length his knees are straight and his feet are off the deck.

c. Performance:

Starting Position: (1) Using either forward or reverse grip, performer hangs by hands from support. See figure 9.

(2) If the support is not high enough he should bend his knees so that his feet clear the deck.

(3) Judge stands by to correct errors and also to keep performer's body from swinging.

Figure 9

Movement: (1) Performer "chins" himself by raising his body so that the under part of his chin is brought to the level of the bar. See figure 10. (Legs may be raised if performer does not "kick" or "hitch.")

Figure 10

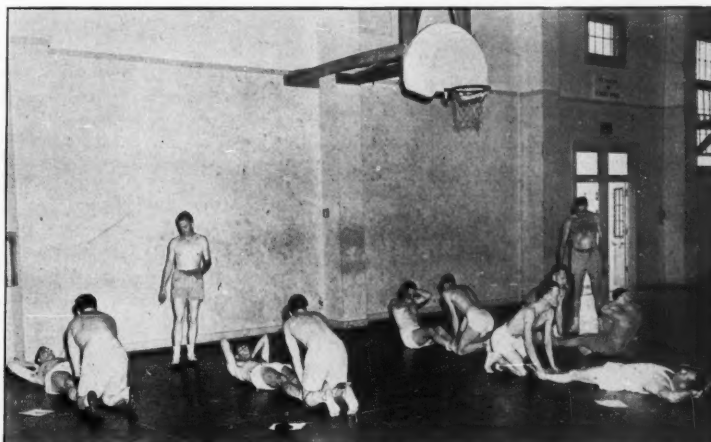
(2) Performer then lowers himself to hanging position (arms straight). He repeats the movement as many times as he can.

d. Scoring: (1) Each time performer's chin is brought to level of the top of the bar, he is given credit for one "pull-up."

e. Caution: Do not score the movement if: (1) the performer "kicks" his legs; (2) he rests or stops until finished; (3) his arms are not straight at bottom of pull-up; (4) he fails to raise his chin to proper level.

(Continued on page 28)

Naval officers from the Planning Division, Charleston Navy Yard, taking their Physical Fitness test.



Official U. S. Navy Photograph

Wartime Football and Your Coaching Problems

By HARRY MEHRE

Athletic Director and Head Football Coach, University of Mississippi

FOR the first time in over twenty years I find myself without some kind of a football team (chorus of alumni), "What a break for football!" Maybe they are right at that.

I was almost without a team last year. Before the 1942 season was under way I had lost about 40 men to the armed forces. Because of this I received an early taste of wartime football and wartime material. My 1942 squad was made up of a few seniors, plenty of sophomores and some freshmen. As the season progressed and we were beset with more than our usual share of injuries, I had a traveling squad of 21 men. There was one consoling factor in having such a small squad. Substituting became no problem at all. I would merely scan the bench and anyone with a clean face was immediately inserted into the game. At what position, you may ask? It didn't make much difference. My first string quarterback was second string center. If our regular center was out of the game my regular quarterback just moved into the center slot, someone came in at quarterback and we went smoothly on, as usual—backwards. Right or left tackle, right and left end, running guard, fullback, right and left halfback, these names became almost obsolete. You were an end, tackle, guard, or halfback—right, left, or wrong. This developed a sort of versatility but was short on developing much ability. This is not meant to be humorous. It was sad but true. You may have the same experiences this year and you may be like I was, just thankful that we do not have double-headers in football.

My B squad was a honey and rightly named for the first time. I kept these B's busy as their namesakes playing sixty minutes every Saturday on my A team.

I believe the biggest mistake a coach can make when his material is sub-standard is to go to experimenting. Trying out some of his pet ideas that he has been dreaming about. I have heard some coaches say that they knew they were not going to have much of a team, so they were going to put on all fancy stuff. This is a sure way for the coach to accomplish nothing, not even giving his ideas a chance under



Coach Mehre is regarded as one of the best coaches of offensive football in the South. Though "Ole Miss" has dropped football for the duration, it has brought no rest for Harry, as he is now engaged in directing the Army physical training program there.

We are all looking forward to the time we can again see his colorful teams on the move.

fair conditions. Remember, the more fancy and intricate your offense, the more experienced and versatile your squad should be. The younger and more inexperienced your squad is, the more time you should spend on the old A, B, C's of football. Plenty of group work, positional stance, etc. A sound, simple offense to fit your material, not too many plays and plenty of hard work and enthusiasm. The toughest job for the coach is to generate that enthusiasm after losing about five straight. I know.

You may have some sure long gainers in your repertoire of plays, but analyze these touchdown-makers and see what makes them tick. If you don't have the personnel, don't try to force the play to go. It just won't work. I am quite certain that two fine running guards out of the line taking out ends and knocking down line-backers helps any offense and always makes a pretty play to be diagrammed on the blackboard, but how many times have you and I continued to pull both guards when

we knew they would be of more help if left in the line. They at least would not get in the way of the ball carrier. It is hard to change your pet plays, but if the material is not there, discard the play entirely or doctor it up where, if it is used, your own men will not be responsible for stopping it.

We coaches are often inclined to boast of how many plays we have. Fifty, sixty, seventy or maybe a hundred. It is good football to have a wide assortment of plays, but with the squad a bit lean and the work to be done on fundamentals taking up most of your time, I would suggest about a dozen plays. After all, our fancy laterals, forward laterals, double spinners were never shown much until we were in the lead by a comfortable margin. Through the years I have noted that most of the top teams relied on about twelve to fifteen strong, standardized plays. These plays carried them through all their tough spots. These plays were expected by the opposition but also feared by the opposition because they were run with confidence and ability.

Last year, in the middle of the season, I changed over entirely from the orthodox Notre Dame style or type of offense to the T formation. My reason for doing so was because we had always used the T as part of our offense and I had always believed in it. Then, injuries had left us with a backfield that was something under 150 pounds. There was nothing left to frighten or to move a 200-pound tackle or end. The T substitutes faking for blocking. The little fellows could do this as well or better than the big ones. We didn't exactly jump into a winning streak with the T, but we were able to keep a team on the field and gain some ground and score on rare occasions. After seeing how little blocking the T required, I looked about for a defense that required very little tackling. Had I been successful in finding that defense we would have had a good season.

My pony backs who ended up the season as regulars were supposed to be what the fans called spot backs to be inserted into the game at the psychological moment or when the opposition was tired. About the mid-

(Continued on page 29)

IS ATHLETICS ENOUGH?

By L. L. Keyes

Professor of Physical Education, Georgia Tech

WE college and university coaches in the South feel rather satisfied at times with our success at producing championship teams. We sit in snug offices and look out at our monumental stadiums, gymnasiums, field houses, and playing fields. We bask in the light of public approval (if we have had a winning combination this year), while rabid fans and fickle sports writers shout our praises to an almost ridiculous intensity. In the dressing room and on the courts and playing fields we eye the many Adonises in our charge admiringly and consider the fine type of manhood we are building. Yes, we are doing a magnificent job with our youth. Is there anyone who would dare question us? Don't be absurd! Why, just look at what our boys do when they enter the armed forces. Don't they make the best gunners, pilots, observers, deck officers, engineers, etc., there are? Where strength, skill, endurance and courage are needed, our men are way out in front. We are indeed doing a very commendable piece of work.

This is only smug complacency! "Who is this guy?" I hear someone say. "Is he trying to tell us in a subtle way that perhaps something is wrong with Southern athletics? Why, the —. Tell him to get off our ear."

This is no indictment of college and university athletics in the South. We should be proud of our coaching success, grand athletic plants, and outstanding boys. I think Southern athletics should occupy the same place in the post-war period it enjoyed before the conflict.

My contention, however, is that at the contemplation of a successful varsity athletic program most of us stop thinking. Let's go a step further this time. What percentage of the men in our schools participate on varsity athletic squads, use the fine athletic facilities, and benefit from our coaching? Recent studies made at Columbia University show that the figure wouldn't reach 10 per cent. We hear a great deal about democracy and the American way of life these days. Ten per cent seems like a rather select group to me. What about the other 90 to 95 per cent of the students? Many colleges in other



Coach Keyes is a graduate of Springfield College. Before coming to Georgia Tech as Professor of Physical Education, he served as Director of Physical Education and Athletics at Westmoreland Central School and Holland Patent Central School of New York.

He developed sectional championship teams in soccer, baseball and track, while in swimming and basketball his teams were district and league champions.

parts of the country have definite programs of conditioning and instruction for this group. Does this great mass of the student body warrant our consideration as coaches? Should we make any attempt to do something for them? Your answer is, "Why, sure; we not only should do something, we are doing something. Just look at the intramural, intrafraternity, and interclass athletic programs we conduct. Why, every boy who wants to can play. Isn't this enough?"

To me, this reasoning falls short of the mark. True, a few Southern colleges have physical education curriculums. Some larger schools do have recreational and sports programs for the student body, but for the majority of schools there is no program to reach the boy who through lack of skill or physique doesn't wish to make a spectacle of himself; or the boy who, in order to be in school, must work his way; or the playboy, who would rather have a convertible and two blondes. Those who do enter student athletics, of-

fered in some schools, seldom learn anything new about the games they play. At least they never receive any authoritative coaching or instruction. What opportunity do these irregular student athletics offer a boy to improve some physical weakness or deficiency? Most of the contests are played "all out" with no conditioning work preceding them. This is something we wouldn't allow our varsity squads to do. By and large, a boy graduates from college with precisely the same skill as when he entered. True, he may weigh more and look stronger; but, after all, eating and sleeping regularly are certain to make young men mature noticeably.

Before the war colleges and universities in all parts of the country were giving instruction in game skills and body building work to their student body. Many more had their curriculums planned, personnel selected, and larger facilities under construction when the war broke. La Porte's studies over the past ten years on physical education curriculums for colleges and universities show more and more schools requiring additional hours per week for physical education work. Schools like Amherst, Williams, University of New Hampshire, University of Maine, Hamilton, Rutgers, Colgate, in the east; University of Minnesota, University of Illinois, Oberlin, Northwestern, Michigan State, in the mid-west; and University of Southern California, Washington State, University of Washington, Oregon, in the west, are only a few having required physical education programs for the student body as a whole.

The upshot of this discussion suggests the need of a new philosophy regarding non-varsity men in the Southern colleges and universities. The boys who need physical skill and development most are the ones who receive the least, or shall we say none? Of course, many boys won't care to undergo the actual physical work required to be physically fit. Where would our academic professors find their teaching if they allowed students to study with no guidance or assignments? Yet, this is the position in which physical education finds itself in our Southern

(Continued on page 24)

RATIONED FOOTBALL

By WALLACE BUTTS

Head Football Coach, University of Georgia

WITH this very unusual football situation all over the country, with some unusually good squads, and others unusually limited, it might be a good time to try a sort of analysis of the problem, caused largely by the difference in the policies of the Army and the Navy with respect to their trainees now in college. But to be perfectly frank about it, I'm not sure I understand the reasons and motives well enough, especially those of the Army, to write with a lot of conviction; and certainly I am not going in for any sharp or extensive criticism.

I do think, however, that the Army's policy in not permitting its college trainees to engage in college football is in some ways a mistake as well as being a major disappointment for a lot of schools. It seems, from what I can hear, that the Army chiefs called in some of the college presidents to advise them as to the setting up of their training program, and apparently these educators were of the opinion that the boys could not carry on their 65-hour-a-week schedule of work and at the same time compete in college competitive athletics—specifically football.

On the other side, as Coach Bernie Moore of L. S. U. was telling me in a conversation the other evening at Baton Rouge, he has talked with a good many prominent Army officers, and every single one of them made a point of declaring that he would rather have young men coming on from a competitive football regime than from any other form of conditioning—and that, of course, is what the Navy will be getting, with its policy in regard to the V-12 students.

Now, I'm not criticizing the college authorities for their attitude. They've got a tremendous job on their hands now, and their responsibility for the student body at large naturally comes first in their aims. And, equally of course, the majority of college students, who are outside of competitive athletics, are not affected by this policy. But it becomes the duty of the coaches in these puzzling times to sell the idea of a continuation of collegiate athletic programs, now and especially for the future, as being more vitally important than ever before in the cultivation and building up of the



Coach Butts is a graduate of Mercer University, where he was a star end. He joined the Georgia coaching staff after compiling a remarkable record at Male High School in Louisville, Ky. He has brought Georgia to the top in Southern football, and his great team of last year won the National title by defeating U.C.L.A. in the Rose Bowl on New Year's Day.

He is continuing football at Georgia this year in spite of difficulties, and is doing well with his freshman eleven.

national standard of manhood and physical fitness.

After this war, it is the earnest hope of us coaches that a tremendous lesson will have been learned, and a sweeping program established for compulsory athletic training, physical training, if you want to put it that way, in colleges, and in high schools and prep schools, and—get this—in grade schools. It is our conviction that in no other method can the "softening-up" process of our formerly easy American life be checked and converted to the establishment of a standard of national physical fitness that will forever eliminate the tremendous problems that confronted our nation not long ago, when suddenly faced by the greatest of all war situations.

I think this could be the finest and most important lesson that could come to us as a nation, out of this war.

Now, we fellows who are playing freshman outfits in this curious season of 1943, naturally have some problems of our own, assumed when we decided to carry on.

I say "we" decided to carry on, at Georgia. I want it clearly understood that it was the *boys themselves* who made that decision. It was all put up to them, clearly, and definitely. And we told them there was not much to look forward to in the way of piling up victories. We told them the going would be rough. And then a vote was called for. The vote was unanimous! They would go on with it!

And (this is written just after that 34-27 defeat by L. S. U. at Baton Rouge) those boys already have shown their stuff. They are going on with it, and I won't try to say how proud I am of them and of their spirit. There is a lot they don't know about football, those freshmen. But the thing they know least of all about is how to quit fighting and trying!

One of the problems of going through with a freshman outfit is the occasional letters we coaches get, sometimes criticizing the policy of engaging the 17- and 18-year-old youngsters, perhaps younger than the average freshman teams of other years, against older and vastly more experienced outfits; two-year and three-year college athletes, older and bigger and better than our kids, and in college training for the armed service.

I think Johnny Cook's daddy had the right answer to that. Anyway, it settled any qualms I may have had in that connection.

"It's the finest thing that could happen to my boy," said Mr. Cook, "and I'm sure for the other boys as well. Some of these college teams they play against will be plenty tough—but they'll be going against a lot tougher opponents before long, and they'd best be getting used to it. I'm glad my boy is in there, with this Georgia squad!"

Girls' Physical Education Program at Miami Edison High School

By THERESA SCOTT

THE policy of the girls' physical education department is to provide facilities that will afford every student an opportunity to participate in athletics, and provide leadership that will help individuals develop physically, mentally and morally. All students in the ninth grade are required to take physical education every day. It is required three periods a week in the tenth, eleventh and twelfth grades, for which one-eighth credit is given per semester. No one is excused from class work unless granted a doctor's excuse.

The girls' activities include basketball, diamond ball, volleyball, badminton, tennis, track, marching, conditioning exercises, tumbling, dancing and horseback riding. An intramural sports program is carried on regularly after school throughout the year. One group, called the Junior G. A. A. (Girls' Athletic Association), provides intramurals for the ninth grade; the other, called the Senior G. A. A., provides for the tenth-, eleventh-, and twelfth-grade girls. A point system provides for intramural awards at the end of the school year.

(Continued on page 27)

Upper left: Four squads in a marching class.

Upper right: Horseback riding group.

Center: Girls' tennis team.

Lower left: Archery group—left to right: Francine Bryant, Marjorie Brown, Joan Henshaw.

Lower right: Drummers in Cadette Drill Corps—bottom row: Florelle Moomaw and Rosellen Riley; top row: Joyce McCluney and Lucille Brown.

Mrs. Theresa Scott, head of the girls' physical education department of Miami Edison High School, is a native of South Dakota. She received her A.B. degree from the University of South Dakota, and did graduate work at the University of California. She has been teaching physical education for the past 15 years in the schools of Miami. Cooperating with the Miami Beach Recreation Department, she helped organize the first girls' intramural program and point system. Their program is still being used effectively at the Beach.

At Miami Edison High School, where Mrs. Scott now teaches, she is assisted by two full-time physical education instructors. They direct the activities of over 1,000 girls in daily programs of varied activities. As Miami's climate is mild the year 'round, much of the program is carried on outdoors, although a large gym is also used for games, dancing and indoor sports.





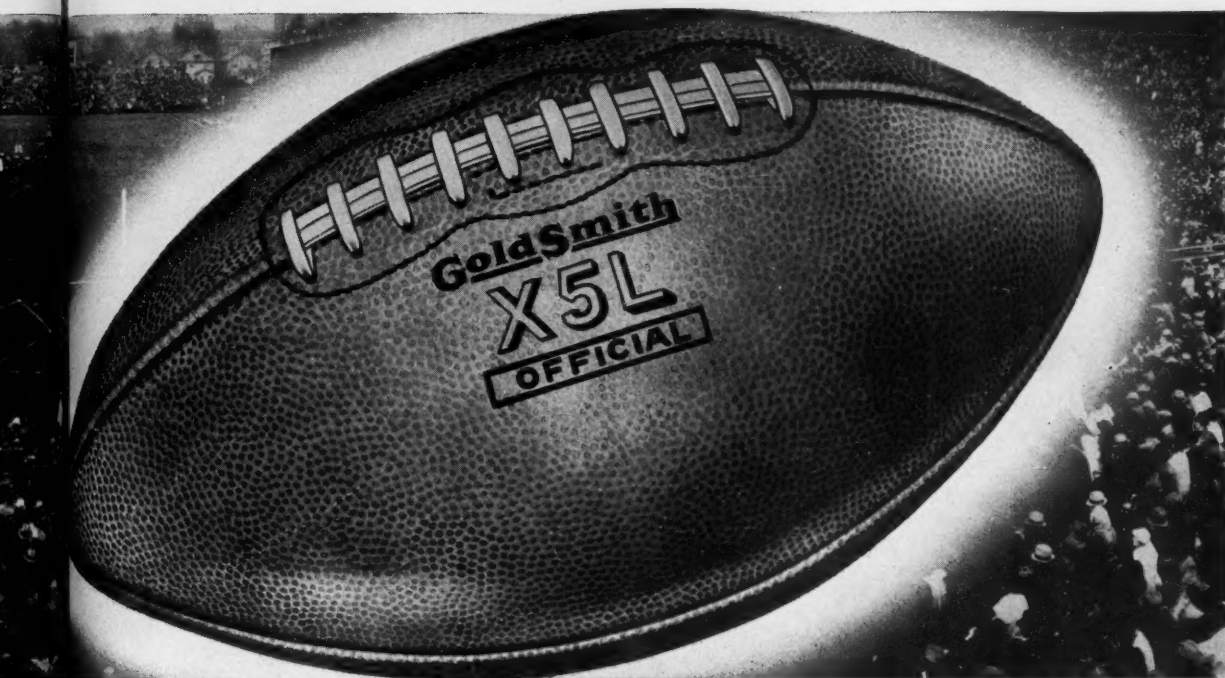
The College All-Stars - Washington Redskins Football Game was broadcast over the N.B.C. Network, Coast-to-Coast, by Goldsmith Preferred Sports Equipment.



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C I N C I N N A T I 1 4 , O H I O



Southern COACH & ATHLETE

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Vol. VI October, 1943 No. 2

Official Publication

Georgia Athletic Coaches Association
Georgia Football Officials Association
Southern Collegiate Basketball Officials Association
Southern Football Officials Association
Alabama High School Coaches Association
Florida Athletic Coaches Association
South Carolina High School League
Louisiana High School Coaches Association
Mid-South Association of Private Schools

DWIGHT KEITH, *Editor and Business Manager*

The "Sports Front"

The "fighting front" and "home front" are familiar terms these days. There is another front—the *sports front*—that should be held. High officers of all branches of the Armed Service and all who, by their contact with athletics, are qualified to voice an opinion on the subject, strongly endorse competitive sports as a training ground for war or peace.

Some of the coaches' associations, including the one of which your editor is secretary, have yielded too much along the sports front. Only a very few have continued their annual coaching clinics where coaches, young and old, meet to exchange ideas and improve themselves in their profession.

In peace-time, coaches are plentiful and competition for the better positions is keen and, as a result, coaching schools are well attended. Now that a large number of coaches have entered the armed services, there is a greater need for these clinics than ever before. Many coaches who are now on the job have had no previous experience as coaches. Others have been out of touch with the game for years. They need the help that would come from attending a coaching school. It is the duty of coaches' associations to provide this opportunity for them to improve themselves. It is the coach's duty to attend—even though he has to leave a summer job for a few days to do so.

The Louisiana High School Coaches' Association has set the pattern that should be followed by others. Not only did they hold their annual coaching school, but they put on the usual all-star football game that climaxes the clinic. Associations that do this are discharging their responsibility. Coaches who do not attend are failing in theirs.

Time Is Movement

An attempted chemical analysis of protoplasm is a hop, skip and jump with a will-o'-the-wisp because the living stuff will not stay put. About all that can be said about it is that it was different a watch-tick ago and will again be different a snap-of-the-finger hence. It is a quick change artist racing from one combination of atoms and elements to another. In this respect it resembles a live athletic department.

No program can remain static and retain efficiency. Student needs change as environment, national habits and social conditions keep in step with world events. A war merely accelerates the speed of change. In a peaceful era, the importance of physical endurance, strength and team coordination may be given a lower rating than in war time. Office chairs have soft seats and even the iron seat on the plow soon develops a protective cushion of callouses. But war is activity raised to the *n*th power. A boy who is now in high school has a life and death need for endurance, strength and quick coordination. No school can afford to allow graduation until he has acquired these attributes.

For developing these, no good substitute for athletic contests and drills has been found. Pitching hay or shoveling coal or driving railroad spikes or pushing a wheelbarrow might do it, but at the expense of stoop shoulders, bad posture and lack of experience in the birthright of play. Nature wisely insured a degree of physical development and social adjustment by endowing Homo with the play instinct. Neither war nor depression nor soft living should be allowed to deprive the young of his right to the experience which comes from the exercise of this instinct. A future soldier's chance to survive and retain all his faculties and members is at stake. Even if this chance should not be enough, it is all the more important that the individual will have had the experiences of healthy competition and physical development. There is the satisfaction that comes from having lived a full normal life during the most impressionable years.

Schools have a clear duty in this field. There is no question about the need for added emphasis on the physical fitness program and there is none about the value of a rugged type of competitive activity. Football, basketball, baseball and track could not be better fitted to war needs if they had been especially designed for the purpose. They are ready-made tools to help with the job. They form the nucleus around which a complete program of purposeful conditioning exercises and habits can be built.

—H. V. Porter.



THE NEW COACH... On the Home Front

An important war job for the wives and mothers of America

UNTIL NOW, no American mother, as she tucked her little boy into his crib, has had to face the frightening thought that some day he would *have* to be a soldier. Our mothers have been spared that fear.

But today our women are sisters to the mothers in militarized foreign lands. War has come upon us. The sons, brothers and husbands of millions of American women are now, or soon will be, fighting soldiers of America—*fighters for freedom*.

And the men of other millions of our women are busy, or soon *will* be busy, producing the materials of war for our fighting men.

Now, with America determined to *fight to the death* for the things we hold dear, we cannot neglect these *human machines* upon which we depend for victory.

America's fighters must be *made* and *kept* physically fit for a winning fight against enemies who have lived and trained for war since childhood.

And this is where the patriotic women of America—women made of just as sturdy stuff as any women in the world, can do another important job for victory, and for postwar progress.

We need a Coach in every home where a boy is approaching military age. A coach, with a mother's love, to inspire this youth. To keep him playing your rugged American sports, which develop



the *strength*, the *skills* and *agilities* that will assure him a better chance to win—and to come home from the war with a sound mind in a sound body.

The boy who can run a little swifter—who can leap into a foxhole or trench a fraction of a second quicker—whose hands and feet and brain work a split-second faster—will be a more competent and resourceful fighter because of that greater agility. In America's competitive sports—on our sandlots and on our school, college and university playfields, he can get this priceless training. See that he gets it.

We need a Coach in every home where there are *war-workers* and *civilian workers* on the Home Front. A Coach with a mother's deep interest—a wife's love—to keep these indispensable men exercising—playing their golf, tennis, badminton, softball, volley ball; doing their calisthenics, taking walks, gardening, etc. They, too, must be kept strong for the job ahead of us during the war and *after* the war.

We need a Coach in every home where there are growing daughters—a Mother-Coach. She must see that they develop the health and vitality—through regular exercise—that America's women must have to meet the problems of the war and the postwar age.

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SPORTS EQUIPMENT

NOTE TO COACHES: The above message is part of our nation-wide drive to sell ALL of America on the importance of America's sports to the physical fitness of our people in every branch of the war effort and the postwar effort. L. B. Icelly, President.

GET THE KICK OFF

By **EDDIE CAMERON**
Acting Head Football Coach
Duke University



EDDIE CAMERON

Coch Cameron attended Culver Military Academy and Washington & Lee University. He was one of the greatest all-around athletes ever to represent Washington & Lee, winning eight letters in football, basketball and track. He was All-Southern full-back and received recognition on many All-American selections in 1924.

After serving one year as assistant coach at W. & L. and one year at Greenbrier Military Academy, he came to Duke as freshman coach in 1926. In 1929 he became head basketball coach and next year was made varsity backfield coach. He is now Acting Athletic Director and Head Football Coach during the absence of Wallace Wade, who is in the armed service.

ONE of the most important elements of a sound game of football is the kick. Too often some of us regard the kick as a means of getting out of trouble. Other times we regard it as a defensive maneuver. When used properly, the kick can be a potent offensive weapon and a valuable means of conserving offensive power until it will do the most good.

We have found several maneuvers valuable in helping us get off good kicks which might be valuable to others and, therefore, I pass them along for what they are worth.

The success of the kick begins with the pass from center. It must be a fast pass at a given target. The target we prefer is the hands placed slightly in front of the right hip of the kicker if he is a right-foot kicker. Next, the kicker must be consistent in his steps. Too often kickers like to take too long a stride. The shorter stride not only helps them get their kick off more quickly but it is quite an aid in maintaining balance, while a long stride tends to cause the kicker to lose balance.

We believe that the defensive line should be pressed a few times by cross blocks or quick-opening bucks so that they cannot be in too pow-

ERIC TIPTON

One of the many great punters developed at Duke University.



erful a position to rush a kick. Of course, this calls for generalship whereby a kick is called on downs which will not permit the defense to be sure of a kick. In other words, if you kick deep in your own territory one time on first down it does not necessarily follow that you should kick every time on first downs. We prefer to mix it up, first, second, or third. The other downs should be used to put the defense at a disadvantage as much as possible. I have already suggested a cross block in the line or a quick thrust through the line. Occasionally, a run around end on a fake kick or a pass will serve the same purpose.

Time spent on the general plan of getting off a kick pays big dividends. Nothing is more certain to lead to trouble than a blocked kick.

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... from father to son ... from older brothers to younger ones ... that is the way sports, like all great traditions, are carried down from one generation to the next.

But not this time! Most of today's sports heroes are *fighting* heroes. They've got something far more important to do.

Yet someone ... and they expect this ... must carry on. For, sports are too much a part of what they're fighting to keep.

This program is sponsored by Spalding in the interests of *all* sports ... for this new generation who will be tomorrow's athletes and fans.

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An educational "digest" of questions and answers taken from the program itself. Tell your boys that copies of it are free at Spalding dealers.

ATHLETIC PROGRAM AT BAYLOR

By JAMES B. RIKE

Athletic Director, Baylor School for Boys

THE World War I was not without its influence. Its statistics, showing one-third of the army recruits unfit physically, its demonstration of the marked ability of athletically-trained men to assume positions of responsibility and its use of play as a great factor in maintaining the morale of the army—all of

these things were responsible for the boom for compulsory physical education and health training. Many of the states passed laws making the teaching of physical education compulsory in their public schools. They have enacted such legislation because they have recognized that it is necessary for the welfare of both the present and succeeding generations.

Such was the trend of thought in the fall of 1919 when Baylor opened the first semester. It was decided that every student in school should be required to take some form of athletics five days a week. Headmasters Dr. Baylor and Dr. Alex Guerry had always been believers in interscholastic contests and, as many members of the faculty had just returned from several months in the army, where they had had plenty of athletic experiences, the plan went over very satisfactorily. Our patrons were pleased with the efforts we were making with their sons for they knew that chores had disappeared. The boys' apprenticeship lacked the woodpile and other kindred sources of muscle building. Errands were scarce. Even walking, such as to school or to the party, had given way to the ride in the car or the taxicab.

For the last twenty-three years

Left: JAMES B. RIKE, Athletic Director, Track Coach and Associate Headmaster. Coach Rike has been at Baylor School for 24 years. His track teams have won 12 championships in 13 years.

Baylor School has had the following athletic program: The grammar school cadets play football and tennis in the fall. The interest of these younger boys is increased by the playing of football games with teams in and around Chattanooga. The boys' ages range from twelve to fourteen and we try to give these youngsters all of the fundamentals of the game. The greater number of our varsity men received their earlier training on the mite team, then moved up to the fourth team, then the third team, and finally on to the varsity squad.

As soon as the football season is over, we form new athletic roles consisting of soccer, wrestling, boxing, weight lifting and basketball. While on the subject of basketball, we might say that we have the varsity team, the "B" team and several teams of intramural basketball. The grammar school is always handled as a separate and individual unit. There are always boys who are not interested in any of the above-mentioned sports, and they are required to join the calisthenics class. This work consists of corrective and setting-up exercises. However, for the first few days, we have the boys take it easy by jogging short distances and using the obstacle course about three times a week. During their rest periods, the group is taught something of the benefits of daily exercise, first aid, diet and clean living. After about two weeks the squad is taken on cross-country runs. By the first of March a great percentage of the boys are in condi-

Below: Fast finish of 100-yard dash in Baylor Relays—1942.



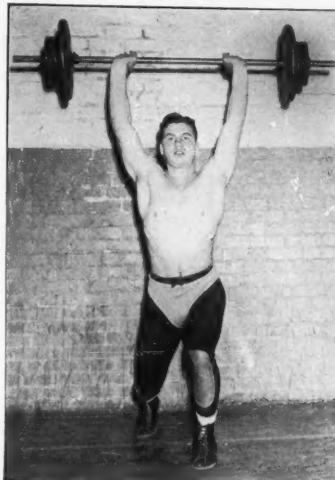
tion to run two miles, and many of them can complete three miles or more with ease.

Again we form new roles, which now consist of golf, tennis, baseball, swimming, spring football, and track. It is always interesting to note that most of the boys who were in the calisthenics group have developed enough interest in competitive sports to want to get on the track squad. A squad of forty or fifty boys of prep school age out for track contains more curious dispositions than can be found in any other athletic group. You have to handle each one in a different manner, to keep them all in good humor and have the maximum number on edge for their particular events.

It may be stated that in order to meet the physiological demands of the present day, we believe that Baylor has acquired and is maintaining an athletic program suitable to prepare a youth to arrive at the highest degree of physical fitness. Our different groups are handled by instructors who are enthusiastic and plan their work intelligently, and we have experienced no trouble in bringing the contestants to the peak of fitness. The teachers and the boys who have gone from Baylor to the armed forces are continually writing to us commending us ever so highly on our physical fitness program and what it has meant to them.

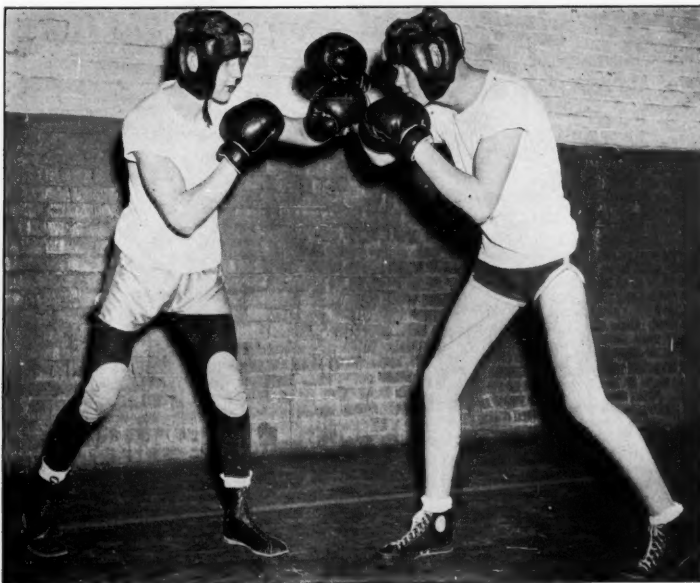
With the universities and colleges accepting juniors for graduate work where formerly only seniors were

accepted, causing our boys to become confused as to their future plans, it is important that preparatory schools that have held to certain basic philosophies of spiritual and physical education be as clear as they can be as to their procedure. We at Baylor will maintain the old quality standards of education that have made it an outstanding institution for fifty years, and we will be certain that our emphasis on spiritual values is not minimized. Handling boys on our different athletic squads offers Baylor instructors excellent opportunities to talk with the young men about "the better things of life."



Right: Joe Steffy working on the barbells.

Below: A lesson in boxing.



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ATTENTION, GEORGIA ATHLETIC COACHES

The annual meeting of the Georgia Athletic Coaches' Association will be held at Georgia Tech, Saturday, November 6, at 1 o'clock, Atlanta time. Officers for the coming year will be elected at that time and, following the meeting, all members will be guests of the Georgia Tech Athletic Association at the Tech-L.S.U. football game, which will be played on Grant Field at 3 o'clock.

Coming too late to make our September deadline, a brief account of the coaching school which was conducted by the Louisiana High School Coaches' Association is carried in this issue. There's an association that is alive to its responsibility to carry on. President G. Gernon Brown, Secretary Johnny Brechtel and their associates are "on the beam," and they deserve a lot of credit for knowing what should be done—and doing it despite difficulties.

Coach J. W. deYampert, Secretary of the Alabama High School Coaches' Association and producer of state championship teams at Ensley High School, spent his summer as field representative for Encyclopedia Britannica. Typical of "Buddy," he led the field in the Southeast in sales.

Two new coaches have been added to the football staff of the University of Virginia. They are John Meyerholz, former end and tackle at Princeton, and Gus Tebell, cavalier baseball and basketball mentor.

Mike Balitsaris, former University of Tennessee end, is taking over as head coach at Knoxville Central High School this fall. He is assisted by Henry Goodman, ex-West Virginia University griddler, who played pro football with Green Bay Packers.

Balitsaris succeeds George Mathis, who is now a gunnery officer in the Navy.

Incidentally, the Central High Bobcats have had six coaches in the past two years. They include Harvey Robinson and Red Eubank, both now in the Army; Mathis and Barney Searcy, and currently Balitsaris and Goodman.

Barney Searcy, 1941 line coach at Knoxville Central, was recently elected head coach of Stair Tech High in Knoxville.

Young High, in Knoxville, has also had a rapid turnover in coaches. Bud McCall, highly successful mentor at Everett High, Maryville, Tenn., was named last spring to succeed Wade Keever, who resigned to go with the American Red Cross. McCall was inducted in the Army in August and the County Board replaced him with Ray Shubert, former Carson-Newman star.

Knoxville High, with Bill Cox at the helm, and Rule High, with Ralph Hutchins back at his post, are the only Knoxville schools which will start the season with the same coaching setup.

W. G. (Petie) Siler, veteran coach at Morristown (Tenn.) High, is overseas with the American Red Cross.

Roscoe Hall, Emory and Henry product and football student of the late Petie Jackson, is now head coach at Johnson City (Tenn.) High, succeeding Billy Hicks, who is remaining in war work.

Ed Shockey, former King College athlete, is new football coach at Bristol (Tenn.) High. Shockey will also continue to serve as physical education instructor of Army Air trainees at King College. The Bristol High position was left vacant when Paul Mackey resigned to accept a coaching job at Alexandria, Va.

IS ATHLETICS ENOUGH?

(Continued from page 13)

colleges and universities. Needless to say, physical education must be a required subject and carry credit toward graduation. The idea is not to base grades entirely on what the group can do, but on what each individual is capable of as revealed by diagnostic tests. A certain amount of game skill also would naturally be required, but this, too, would necessarily be subject to the physical limitations of each student. Every individual has the body build to be above the average in one or more physical activities. It should be our task to discover this activity or activities and motivate the boy to develop them.

We need to follow the suggestions of such national leaders in physical education as J. B. Nash, Jesse F. Williams, William R. Laporte, T. K. Cureton, Frank Lloyd, Arthur Esslinger, Frederick W. Cozens, Seward Staley, etc., and provide a program that will reach every boy. A program that will test, evaluate, prescribe, and administer the maximum physical development for this boy. A program that will teach him games and skills he can use before and after graduation.

Every young man, no matter how indifferent he may appear, wants a good physique—not necessarily like Charles Atlas, but one he can use efficiently, effectively, and gracefully. Psychologists agree that we enjoy most those things we do well. Thus, by teaching game skills and helping the boys improve their performance in various athletic activities, we shall certainly increase their interest in participation both in and out of college.

Although the ideal way to produce a sound body is to start in the elementary and secondary school level, college men can, except where physical handicaps prevent, improve such things as strength, speed, balance, coordination, agility, and power tremendously. This war has shown that boys and men in all walks of life can be brought quickly to a very efficient state of physical fitness. This is possible largely through regimentation. In peace time regimentation is undesirable in seats of higher learning, because individual initiative, so important to scientific or scholastic progress, does not grow in such an atmosphere. Four years of college is sufficient time to bring about the maximum amount of physical fitness in any individual.

(Continued on page 26)

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ATLANTA, GA.

FOOTBALL IN NORTH ALABAMA

By VERNON MILLER

NORTH Alabama prep school football, although curtailed to some extent because of war-imposed conditions, nevertheless will be carried out on a comparatively wide scale this fall.

Several schools, including three in Madison county, have suspended the grid game for the duration, and even those teams operating this season are doing so without the services of their stars last year in most instances.

Huntsville, undefeated last year for the first time since 1929, has opened its schedule in impressive style, turning in a 47-6 victory over Rison. Coach Milton Frank, one-time Tennessee lineman, is back at the helm after a year's absence.

A change in the policy of the Alabama Athletic Association, permitting non-teacher coaches, has enabled Frank to hold his war industry job here and coach the Crimson as well. A similar coaching situation exists at Rison, where O. E. Richardson is in his 14th year as grid mentor.

Decatur, another powerhouse in North Alabama circles, swamped an undermanned Athens High eleven, 52-6, in its opener, and Shorty Ogle, the elongated Raider mentor, seems to be on the road to another winning year.

Athens has started under a new coach, Shelton Akers, who played football at Birmingham-Southern and Jacksonville State Teachers' colleges. Akers has only three lettermen on a squad of some 35 boys, and his prospects don't appear too bright.

Morgan County High at Hartselle experienced some difficulty, but finally landed Lewis S. Bates, ex-Jax Teacher player, for a coach. Bates is blessed with 12 lettermen, but the 1942 Hartselle team was a far cry from a championship outfit, therefore it remains to be seen what he'll do there.

Up in "high Jackson" county, Stevenson, Scottsboro and Bridgeport are in the running. Bridgeport may prove a "dark horse," having held City High of Chattanooga to a 7-0 decision and victors in two other games since then.

In the Muscle Shoals district, Florence has 10 lettermen back, but only three of them were regulars last year. The Yellow Jackets lost 15 players to the armed services, and Coach Buddy Braly, late of Birming-

ham-Southern, faces a tremendous rebuilding process.

Sheffield and Tusculumbia, other cities in that Muscle Shoals district, will be well represented. Reports from those places indicate strong clubs.

Moulton in Lawrence county, has Wilson Waites, ex-Howard college griddier, in the coaching slot. Waites, no slouch of a player himself, found six lettermen on hand when his opening call for practice was sounded. He has a squad of 35 players.

Hanceville, located in the strawberry county of Cullman, is beginning its second year without a team, and is interested in selling a considerable amount of brand-new equipment.

That the war has played havoc to a certain extent is plainly seen in the trouble coaches and principals have experienced in lining up their respective schedules.

To date, Huntsville has filled only eight of the nine permissible dates, and there is a possibility that one of the remaining seven games will be cancelled out.

Stevenson has two or three open dates. A similar situation exists at Bridgeport.

Madison County High, located at Gurley, has played a couple of games, but school is closed at the time being to permit students to pick cotton, and it is doubtful whether the football team will be reorganized when it reopens.

Guntersville and Albertville, main contenders from Marshall county, have clung to their teams and are trying to line up their schedules.

GEORGIA AND FLORIDA COACHES

It is time to renew your membership in your coaches' association. Membership entitles you to subscription to Southern Coach & Athlete. Mailing list now being revised.

Florida coaches mail dues to L. L. McLucas, Secretary, Florida Athletic Coaches' Association, R. E. Lee High School, Jacksonville, Fla.

Georgia coaches mail dues to Dwight Keith, Secretary, Georgia Athletic Coaches' Association, 751 Park Drive, N.E., Atlanta, Ga.

New coaches are invited and urged to join.

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LOUISIANA COACHING SCHOOL

By HAP GLAUDI

DESPITE wartime conditions, which at one time threatened to force cancellation of the Louisiana High School Coaches' Association's annual coaching school, the "Builders of the men behind the gun" registered a smashing success with their sixth annual school and All-Star Prep football contest held in New Orleans, August 5 through 7.

Feature of the three-day school was the North Preppers' 6 to 2 victory over the South squad before 5,500 fans in Municipal Stadium. It was the North's initial triumph over the South in the annual mid-summer night's affair. "Red" Knight of Bossier City scored the winning TD for the North and was acclaimed outstanding performer of the evening.

Thirty coaches and sportsmen attended the school, which presented Henry Frnka of Tulsa University as its chief lecturer. Assisting was Bernie Moore of L. S. U.; Claude "Little Monk" Simons of Tulane;

Lester Lautenschlaeger, former Tulane coach; and John Lynch, Southeastern Conference football official.

Those who registered for the coaching school follow:

Roy Ary (Behrman), J. B. Fairchild (Jefferson), Sgt. Gus Shorts (Keesler Field), Lou Brownson (Holy Cross), Joe Hingle (Plaquemines), Joe Aillet (La. Tech), Mike Wells (La. Tech), A. L. Porter (New Orleans Academy), William Seeber (Nicholls), Jack Pizzano (Fortier), Loy Camp (Bossier City), J. D. Cox (Byrd High), Ben Cameron (Bossier

City), Gordon Lester (Bolton), Geron Brown (Jesuit), Ray Mock (Jesuit), Herman Staiger (Gretna), J. H. Norton (Biloxi High), J. N. Landrum (Biloxi High), Carl Maddox (Gulf Coast Military Academy), Gary Dildy (Bogalusa), Cracker Brown (La. State Phy. Director), Johnny Brechtel (Warren Easton), Matt Ballatin (Warren Easton), Mike Zeigler (Warren Easton), Jack Dowling (Warren Easton), Paul Hubbell (Metairie), Johnny Lynch, Libby Abrams and Will Lacour.

SOUTH	Position	NORTH
Thomas (Easton, N. O.)	LE	McClelland (Crowley)
Childress (Jesuit, N. O.)	LT	Hunt (Shreveport)
Janneck (Nicholls, N. O.)	LG	Polozola (B. Rouge)
Kirschenheuter (Easton, N. O.)	C	Graves (B. Rouge)
Colomb (Holy Cross, N. O.)	RG	Meredith (B. Rouge)
Long (Holy Cross, N. O.)	RT	Tullos (Bogalusa)
Lennox (G. M. A.)	RE	Wasson (B. Rouge)
Amedeo (Peters, N. O.)	QB	Barney (Shreveport)
Brignac (Lutcher)	LH	Knight (Bossier City)
Sherman (Jesuit, N. O.)	RH	Eckert (Istrouma, B. Rouge)
Schroll (Jesuit, N. O.)	FB	Rinaudo (New Roads)

Score by periods:

South 0 0 0 2—2
North 0 6 0 0—6

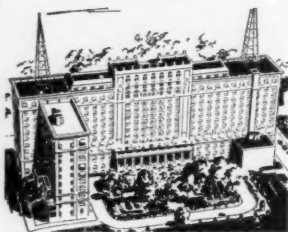
Scoring touchdown: Knight.

Subs.—North: James, Goode, Gaudin, Bernard, McClure, Bishop, Nicholson, Kingory, Toler, Keller, Michel,

Stagg, Parker, Edwards, Moore, Payne.

South: Travis, Mitchell, Brocato, Bourgeois, Koofskey, Garlepied, Frey, Trahant, Mentz, Dittman, Smallpage, Scanlon, Walley, Bosworth, Verlander, Kleinschmidt, Baker, Lengsfeld, Wynn.

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IS ATHLETICS ENOUGH?

(Continued from page 24)

Although progress in neuro-muscular skills cannot be achieved as quickly as physical condition, we can still teach our boys enough to make them sufficiently confident and satisfied with their ability to seek participation in athletic activities.

Many athletic directors and coaches in the South have thought about this problem and are sold on the idea of physical education for all. Many would like to institute such a program in their particular schools immediately after the war. Certain obstacles must be recognized, however.

In schools where one or two inter-collegiate sports pay the way for the whole athletic program, and a lean year limits even the athletic program, directors are reluctant to employ extra men and construct facilities necessary for a good instruc-

tional program of physical education.

Most of the successful college and university physical education programs in this country are sponsored by the institution itself. This is almost a prerequisite. The presidents, boards of directors, and especially the faculty of our Southern schools fail as yet to see the advantage of a sound mind in a sound body. To them an efficient brain is sufficient to meet all the problems of life. We know this is false. Scientific research tells us that in these days of complex social stresses and strains the mind is more efficient if the body is physically fit. It is our task, then, to prove our convictions to these people.

Southern inter-collegiate athletics rank with the best in the nation. Given the facilities and the opportunity, we would soon produce a general physical education program that would have no peer.

TIMELY QUOTES

Elements of Physical Fitness: In the Army, we figure on physical fitness as freedom from disease; enough strength to do easily the heaviest tasks a soldier has to face; enough muscular endurance to be able to persist without undue fatigue through the most strenuous day; enough cardio-respiratory (heart and lung) endurance to perform easily any long-continued exertion that the soldier is called upon to do; enough speed, agility, and flexibility to be able to handle himself effectively in tactical operations."—Col. Theodore P. Bank, Chief, Athletic and Recreational Branch of the U. S. Army.

"Kentucky high schools, in spite of all the difficulties and doubts, have advanced during the past year by extending their physical fitness programs and increasing the tempo of such work. It has taken the pressure of a crisis to bring out the latent initiative and talent that school and athletic department staffs really possess."—Russell E. Bridges, President, K. H. S. A. A.

Can all of your boys jump a ditch? "Fifty per cent of the men who are inducted into the armed forces do not have the ability to swim nor the strength, agility and endurance to jump ditches, scale walls, throw missiles or stand up under forced marches."—Army Report.

"The physically fit player will carry on when others are carried out."

"We believe in a strong inter-scholastic sports program for the expert performers and a complete intramural and physical education program for every student in the school system. These contribute to the war effort and build for a healthier and happier America tomorrow."—Ray O. Duncan, newly-appointed Director of Physical Education in Illinois and member 6-Man Football Committee.

"The panacea for delinquency among children is the 6F formula: Faith in adults and themselves; freedom from oppression or over-supervision; fun, financial security; friendship; and family ties."—National Congress of Parents and Teachers.

"School leaders met many obstacles and hurdles in their efforts to sell the sporting goods world the molded type ball, and for this they deserve credit and thanks. When the slant-eyed yellow men cut off our latex and cement supplies, we found out how well we liked the molded type ball."—Shelby D. Hines, Sporting Goods Dealers' Association officer.

"At the time of the last Olympic games, I became more thoroughly convinced than ever of the value of sports in making and keeping men fit and of the need for a forceful nation-wide program. We must put Americans on a physical fitness par with the best."—John B. Kelly, Chairman, National Physical Fitness Committee.

"High school athletics have done more in this country to teach teamwork and the meaning of the Golden Rule than any other one thing."—Editor, Leitchfield (Ky.) Gazette.



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GIRLS' PHYSICAL EDUCATION PROGRAM

(Continued from page 15)

During the past year there has been an increase in the intensity and ruggedness of the activities included in the girls' program. This is demonstrated by the physical fitness programs set up by the state physical education department which is being used for the first time in all high schools in Florida. These tests include: running, jumping, throwing, swimming, and tumbling events. Emphasis is being placed on conditioning exercises, marching and posture work.

This program has been planned for the normal, healthy student. For those who are physically handicapped, a less strenuous program is planned. Such sports as ping-pong, quoits, shuffleboard, and light exercises are given this group.

Three teachers, especially trained in physical education, devote full time to this program. They include Mrs. Theresa Scott, director, assisted by Mrs. Virginia Bradford and Miss Ruth Dale.

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FIGHTING FITNESS IN THE U. S. NAVY

(Continued from page 9)

NAVY STANDARD PHYSICAL FITNESS TEST SCORING TABLES

I—Squat Thrusts in One Minute

No. Squat Thrusts	T-Score	No. Squat Thrusts	T-Score
48	100	24	39
47	98	23	37
46	95	22	35
45	92	21	33
44	90	20	31
43	87	19	29
42	84	18	27
41	82	17	25
40	79	16	23
39	76	15	21
38	74	14	19
37	71	13	17
36	68	12	15
35	66	11	14
34	63	10	12
33	61	9	10
32	58	8	9
31	56	7	7
30	53	6	6
29	51	5	5
28	49	4	4
27	46	3	2
26	44	2	1
25	42		

II—Sit-Ups

No. Sit-Ups	T-Score	No. Sit-Ups	T-Score
205	100	88	76
200	99	87	76
195	98	86	76
190	98	85	75
185	97	84	75
180	96	83	75
175	95	82	75
170	95	81	74
165	94	80	74
160	93	79	74
155	92	78	73
150	91	77	73
145	90	76	72
140	89	75	72
135	88	74	72
130	87	73	71
125	86	72	71
120	85	71	70
115	84	70	70
110	82	69	70
105	81	68	69
100	80	67	69
99	79	66	68
98	79	65	68
97	79	64	67
96	78	63	67
95	78	62	66
94	78	61	66
93	78	60	65
92	78	59	65
91	77	58	64
90	77	57	64
89	77	56	63

No. Sit-Ups	T-Score	No. Sit-Ups	T-Score
55	63	30	44
54	62	29	44
53	61	28	43
52	61	27	42
51	60	26	41
50	59	25	40
49	59	24	38
48	58	23	36
47	58	22	35
46	57	21	33
45	56	20	32
44	56	19	31
43	55	18	29
42	54	17	28
41	53	16	27
40	53	15	24
39	52	14	22
38	51	13	20
37	50	12	18
36	50	11	15
35	49	10	12
34	48	9	9
33	47	8	5
32	46	7	1
31	45		

III—Push-Ups

No. Push-Ups	T-Score	No. Push-Ups	T-Score
89	100	49	75
88	99	48	74
87	99	47	73
86	99	46	72
85	98	45	72
84	98	44	71
83	97	43	70
82	97	42	69
81	96	41	68
80	96	40	66
79	95	39	65
78	95	38	64
77	94	37	63
76	94	36	62
75	93	35	60
74	93	34	59
73	92	33	58
72	91	32	57
71	91	31	55
70	90	30	54
69	90	29	53
68	89	28	51
67	89	27	49
66	88	26	48
65	87	25	46
64	87	24	44
63	86	23	43
62	85	22	40
61	85	21	39
60	84	20	36
59	83	19	34
58	83	18	33
57	82	17	31
56	81	16	28
55	81	15	26
54	80	14	24
53	79	13	21
52	78	12	19
51	77	11	16
50	76	10	13

No. Push-Ups	T-Score	No. Push-Ups	T-Score
9	11	7	5
8	8	6	3

IV—Squat Jumps

No. Squat Jumps	T-Score	No. Squat Jumps	T-Score
127	100	47	62
123	99	46	61
120	98	45	60
117	97	43	59
114	96	42	58
111	95	41	57
108	94	40	56
106	93	39	55
103	92	38	54
100	91	37	53
98	90	36	52
95	89	35	51
93	88	34	50
90	87	33	49
88	86	32	47
86	85	31	46
83	84	30	45
80	83	29	44
79	82	28	42
77	81	27	41
75	80	26	39
73	79	25	38
71	78	24	36
69	77	23	35
68	76	22	33
66	75	21	31
64	74	20	29
63	73	19	28
61	72	18	25
59	71	17	23
58	70	16	21
56	69	15	19
55	68	14	16
54	67	13	13
52	66	12	10
51	65	11	7
49	64	10	3
48	63		

V—Pull-Ups

No. Pull-Ups	T-Score	No. Pull-Ups	T-Score
37	100	18	72
36	98	17	70
35	97	16	68
34	95	15	66
33	94	14	64
32	93	13	62
31	92	12	59
30	91	11	56
29	90	10	53
28	88	9	50
27	87	8	47
26	85	7	43
25	83	6	40
24	82	5	37
23	80	4	34
22	79	3	28
21	77	2	23
20	75	1	19
19	74		

(Continued on next page)

FIGHTING FITNESS*(Continued from page 28)*

The Navy Swimming Tests which follow are self explanatory. In V-12 College Training Units, those who fail to pass the third-class test are given three hours' instruction each week. Those who pass the third-class test get one hour each week of swimming.

In operating bases, those who fail to qualify as second-class swimmers are required to take instruction.

NAVY STANDARD SWIMMING TESTS

Minimum swimming requirements have been established in order to classify men as to their swimming abilities. These tests also serve as a guide in formulating the swimming program at various Training Stations and Naval Activities. It should be kept in mind that these tests represent minimum swimming requirements. Where time, facilities, and instructional personnel permit, it is expected that additional instruction will be offered with resultant optional additions to the standard test requirements.

Third Class, Second Class, and First Class Swimming Tests

The minimum requirements for classification of swimmers are as follows:

1. Swimmer—Third Class.

Enter the water, feet first, from a minimum height of five feet, and swim *fifty yards*. This test should be taken by all men as early as possible in their training period. Those unable to pass it will be classified as non-swimmers and should be given instruction in fundamental swimming skills. Those men who are able to just meet requirements might be classified as *Swimmers who need help* and, therefore, also should receive additional instruction in fundamental swimming skills. This test (Swimmer—Third Class) is the official Navy Standard Minimum Swimming Test and is the basis for designation of men as *swimmers* or *non-swimmers*.

2. Swimmer—Second Class.

Prerequisite: Successful completion of test for Swimmer—Third Class.

Enter the water, feet first, from a minimum height of ten feet, and remain afloat for ten minutes. During this time the man must swim 100 yards and use each of three strokes for a minimum distance of twenty-five yards. This swimmer is classified as one who can "take care of himself."

3. Swimmer—First Class.

Prerequisite: Successful completion of test for Swimmer—Second Class.

To become a Swimmer—First Class, a man must be able to do each of the following:

1. While in the water, approach a man of approximately his own size, demonstrate one "break or release," get him in a carry position, and tow him 25 yards.

2. Enter water, feet first, and swim under water 25 yards. Swimmer is to break the surface for breathing twice during this distance, at intervals of approximately 25 feet.

3. Remove trousers in water and inflate for support.

4. Swim 220 yards, using any stroke or strokes desired.

This swimmer is classified as one who not only can take care of himself, but also is "able to help others" in case of emergency.

In the November issue we will feature Davidson College of Davidson, North Carolina.

WARTIME FOOTBALL*(Continued from page 12)*

dle of the season I used them as spot players. I found a psychological spot for them in each game. That spot was about two o'clock every Saturday afternoon and lasted for sixty minutes.

Your squad this year will probably challenge your coaching ability. You will be confronted with more than your share of problems, but the normal strain of winning or losing should also be lessened. War and the winning of it is the key game, and you are doing your part if, regardless of your own difficulties, you continue to teach and inspire the youths you have under you. It is not pleasant to think you are conditioning these boys for war, but, pleasant or not, it is a fact, and the training you give them is the closest thing to the requirements that will be asked of them when their time comes to join our armed forces. Loyalty, courage and teamwork are essentials in football and in war.

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TRAINING FOR CHAMPIONSHIP ATHLETICS

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Equally valuable for the athlete, the coach, or the trainer, this new book discusses the general problems of training for championship athletics and then take up each of the major sports in detail. The author advocates no untried or untested theories, but bases his suggestions on principles that have been outstandingly successful.

WINNING FOOTBALL

By B. W. "BERNIE" BIERMAN
276 Pages, Illustrated, \$2.50

Bierman describes his methods of teaching fundamentals such as blocking, passing, kicking, training, plans of battle, etc. All important points are fully illustrated with diagrams and photographs. The author stresses particularly the creation of successful offensive and defensive plays. A detailed schedule for an entire season's practice is included.

The book represents a new approach and pays full attention to modern advances in the game, including material and topics never before presented in such a volume.

All books sent postpaid upon receipt of check, money order or school order form.

SOUTHERN COACH & ATHLETE

751 Park Drive, N. E. Atlanta, Ga.

SOUTHERN SCHOOLS

(Continued from page 7)

been played, a picked team from the group will play three intercollegiate games. The program will be in charge of the Rev. George Hall, Chaplain, who will be football coach for 1943, assisted by Mr. Harris Moore, Director of Athletics. Mr. Hall will coach one team and Mr. Moore will coach another.

This year much emphasis has been placed upon track, the major intercollegiate sport left at Sewanee. The track situation speaks for itself in the picture of the 1942 Relay Team. Elebash, lead-off man; Peck, number two man; Walker, number three man, and Captain Frank Carter, anchor man, composed one of the fastest relay teams in the history of the institution. Their best time was against Vanderbilt when they won in the time of 4:31.8.

Elebash was a 9.8 man in the hundred, while Carter was clocked at 49.9 for his fastest lap in the relay. Walker, being a left-hander, was placed in the third position so that the baton would not have to be switched, relieving any chance of breaking their strides. This team was undefeated during their regular

season, beating Southwestern, T. P. I., Tennessee, and Vanderbilt. They ran and won the State Championship on a Saturday and travelled during the night to meet L. S. U., Vanderbilt, Navy, and Army in the Cotton Festival in Memphis on Sunday. Sewanee took fourth place, winning over the army. This team was coached by Harris C. (Scrappy) Moore, a graduate of Washington and Lee.

1943 Notes

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